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Wiki Assignment #2

Six Annotated Citations

\*Luke, A., Dooley, K., Woods, A., (2011) Comprehension and content: Planning literacy in low

socioeconomic and culturally diverse schools. *The Australian Association for Research in Education*

This article defines comprehension as a pragmatic social and intellectual practice. It reviews literature on current approaches to reading instruction for linguistically and culturally diverse and low socioeconomic students, noting the current policy emphasis on the teaching of comprehension as autonomous skills and strategies.

\*Vaughn, S., Klingner, J.K. and Bryant, D.P. (2001). Collaborative Strategic Reading as a Means to Enhance Peer Mediated Instruction for Reading Comprehension and Content-Area Learning. *Remedial and Special Education, 22* (2), 66-74.

This article reports on a series of studies designed to enhance reading comprehension and content-area reading for students with diverse learning needs in general education classrooms.

\*Berkeley, S., Marshak, L., Mastropieri, M.A. and Scruggs, T.E. (2011). Improving Student Comprehension of Social Studies Text: A Self-Questioning Strategy for Inclusive Middle Schools Classes*. Remedial and Special Education, 32* (2), 105–113*.*

The authors of this article focused on a study employing a randomized experimental design to investigate the effectiveness of a self-questioning strategy for improving student reading comprehension of grade-level social studies text material. Fifty-seven seventh grade students with a range of abilities participated. Results indicated that students in the self-questioning strategy group outperformed students in a typical practice group.

\*Hitchcock, J.H., Kurki, A., Wilkins, C., Dimino, J., Gersten, R., (2011). The Impact of Collaborative

Strategic Reading on the Reading Comprehension of Grade 5 Students in Linguistically Diverse Schools *Practical Assessment, Research & Evaluation 14* (2).

The authors of this article studied and examined the effect of CSR on students’ reading comprehension. Within each participating linguistically diverse school, grade 5 social studies classrooms were randomly assigned to either the CSR condition (using CSR when delivering social studies curricula) or to the control condition (a business-as-usual condition). The implementation period was one school year.

\*Zoghi, M., Mustapha, R., Rizan T.N., Maasum, M. (2010). Collaborative Strategic Reading with University EFL Learners. *Journal of College Reading and Learning,* *41* (1).

The authors of this article presented a study that probed into the feasibility and effectiveness of a reading instructional approach called MCSR-Modified Collaborative Strategic Reading. Based on pretest-posttest design, MCSR was implemented with 42 university-level EFL (English as a Foreign Language) freshmen.

\*Palumbo, A., Loiacono, V., (2009) Understanding the Causes of Intermediate And Middle School Comprehension Problems.  *International Journal Of Special Education 24* (1), 75-81.

This article focuses on the education of students in intermediate grades and in middle school

grades. The teachers of these students faced many challenges as they teach both developmental reading skills and subject matter material. The authors of this article explore the use of cloze as an instructional method to improve students’ reading ability and enhance comprehension in subject matter reading.